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BOOK REVIEWS

The Spirit of Youth and the City Streets. By JANE ADDAMS. New York: Macmillan, 1909. Pp. 162. \$1.25.

To most teachers there must come occasionally a vague sense of society's failure to realize all it might from the aspirations and generous impulses of successive generations of young people. To many comes also a more definite feeling when this or that boy or girl goes wrong. We know well enough that boys and girls are imprudent, heedless, and unstable, but the very spontaneity and emotional susceptibility and variability, yes, even the impatience of tradition and authority which excite by turns our affection and our disapproval are among nature's choicest assets. It is doubtful if the race would be continued if youth were as prudent as age; it is probable that many of humanity's great causes would never have been championed and carried forward if the spirit of adventure had not lured men on against odds; it is certain that without the joy and overflowing spirits of youth this whole business of living would be so sober as to be often dreary. But with most of us these feelings are vague and inarticulate. It is because Miss Addams has so large and sane a vision for the real values of human life, penetrates with such intimate sympathy into the various springs of boy and girl nature, and knows so thoroughly the actual conditions of the modern city as they exist for boys and girls, that she has written such a significant book. Because of its style, of the humor and pathos of its numerous concrete examples, no less than for the weight of its subject-matter, it is likely to take its place among educational classics. Its six chapters may be read in an evening, but, read once, they are likely to be re-read several times.

The first chapter outlines the general situation which the modern city presents: "Industrialism has gathered together eager young creatures from all quarters of the earth as a labor supply"; numbers of young girls suddenly released from the protection of the home; numbers of young boys earning money independently of the family life, and feeling free to spend it as they choose in the midst of vice deliberately disguised as pleasure. To these boys and girls from the age of fourteen, when most leave school, on to the time when business or independent home life furnish normally sufficient interests, the city offers on the one hand the monotonous labor of factory or shop, on the other the commercialized forms of recreation in dance halls, "places," and nickel theaters. Successive chapters on "The Wrecked Foundations of Domesticity," "The Quest for Adventure," "The House of Dreams," "Youth in Industry," and "The Thirst for Righteousness," deal more specifically with the impulses and emotions which are most in need of guidance.

Youth is the time for friendship and love; it is eager for adventure, and the court records cited show how many boys get into trouble for lack of any innocent outlet; it needs recreation, especially after the monotonous rigor of modern machine industry, and our cheap theaters offer almost the only way

of meeting this need; industry itself is so conducted and education lends so little human significance to the factory processes that artistic and human interest revolts; finally, and perhaps oftener than we realize, the spirit of youth has a "divine impatience with the world's inheritance of wrong and injustice" which we allow to grow cold or even to take unsocial forms because of failure to enlist it in active campaigns for needed improvements.

The teacher who has any interest in the larger meaning of his work will find stimulation; the teacher who takes up the book primarily for its interpretation of boy and girl life will be likely to gain more insight and sympathy.

J. H. TUFTS

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The Development of School Support in Colonial Massachusetts. By GEORGE LEROY JACKSON. [Teachers' College, Columbia University, Contributions to Education, No. 25.] New York, 1909. Pp. 95.

Dr. Jackson has collected and discussed in this monograph numerous documents concerning school support in thirty Massachusetts towns which were settled or incorporated between 1620 and 1738. The documents, nearly all of which are earlier than 1738, are taken from town histories, published town records, and published records and laws of Massachusetts Bay Colony. Many of them have been cited in other historical studies, and others are well known to students of our colonial history, but no one has before brought together so extensive a collection bearing on the single topic under discussion. Much still remains to be done in this field, since Dr. Jackson's study includes less than one-fourth of the towns incorporated before 1738.

The general facts concerning school support during this period were briefly set forth sixteen years ago in Martin's *Evolution of the Massachusetts Public School System*. Dr. Jackson makes no important modification of Martin's conclusions, but he treats the subject in much greater detail and supplies many more illustrations from the documents. He also introduces a new element into the discussion, in considering the relation of school support to the support of the church and of the poor.

As is well known, the educational law of 1647 marked an epoch in Massachusetts school policy. This law directed the establishment of elementary schools in towns of fifty families, and of grammar (college preparatory) schools in towns of one hundred families. Elementary education had been made compulsory in 1642, but the law of 1647 first made schools compulsory. The law also first explicitly made general taxation for school support permissive. Few towns of the group under consideration adopted general taxation as the exclusive method of support, however, until the eighteenth century. The taxes (town rates) levied before 1700 were almost always used to supplement tuition fees, contributions, incomes from bequests, rental from town lands, set apart for the purpose, or some combination of these resources. "But the conditions in New England tended to make the schools everywhere, sooner or later, wholly free and supported by tax. . . . Each locality worked out its own problem in its own way," but by the middle of the eighteenth century all had adopted the method